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ABSTRACT

This document examines study skills and presents various approaches to teaching the skills at the elementary and secondary levels. The teaching of study skills should have a high priority in our schools to help students deal efficiently with their daily classroom tasks and to equip them for a lifetime of learning. There are many different ways to view study skills. One way is to view them as three more or less coherent clusters rather than as disjointed lists: 1) receptive skills--the intake of ideas through reading, 2) reflective skills--interaction between the individual and what he reads or sees, and 3) expressive skills--ability to apply knowledge learned and demonstrate its utility. Another way to view study skills is to consider them under three broad headings: knowledge and use of reference materials: ability to read and interpret pictorial, tabular, diagrammatic, and graphic materials: and reading study skills. There are various approaches to teaching study skills. In the functional-incidental approach the skills taught evolve from the materials being used in classroom instruction. In the skill-oriented approach the specific skill needs of the pupils, rather than content considerations, dictate the type of instruction. Other approaches include the content-oriented approach and the textbook approach. (Author/RM)

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'GO AND LOOK IT UP YOURSELF'

item 10

Developing Study Skills in Primary and Secondary Schools. Adapted from an address to the 1975 New Zealand International Reading Association Conference

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Introduction

In these days of individualized instruction, self-managed learning, media and resource centres, mastery and discovery learning, not to mention the information explosion, it would seem that the teaching of study skills should have a high priority in our schools, not only to give our pupils the means they need to deal efficiently with their daily classroom tasks but also to enable them to cope with the world outside the school gate. In other words, we must teach them how to learn but, more than that, we must teach them how to learn independently so that, once they leave school, they are equipped for a lifetime of learning. Yet, there is evidence of neglect of the teaching of these vital skills that astonishes. We can, I suppose, console ourselves by saying that this neglect is not confined to New Zealand, for it would seem to be widespread in America and other countries as well; almost every published study calls for more effort and more teacher awareness. Much of the problem seems to stem from an assumption by teachers that their children have been previously taught the skills by somebody else, or that children have developed the habits and skills for independent study through some sort of maturation process.

Watch a small group of children sent to the library to do 'research' on a problem. Do they use the library effectively? Do they use more than one resource book? Do they evaluate selected books for relevance, currency, author status? Do they use the table of contents and index to check whether the book does have anything on their particular problem? Can they survey or skim read to get some notion of what the relevant sections contain? Can they recognize the main ideas, take notes, summarize, outline and write up a coherent short report in their own words? Children, I've observed, tend to browse along the library shelves until something likely-looking (chosen by title or cover) strikes their fancy, a quick cursory flip through the pages and they settle down to copy out laboriously whole chunks of the book. And this passes (fairly uncritically) as 'independent research'.

Two reasons for the unsatisfactory state of affairs in American schools have been suggested and these reasons probably apply in this country as well.

> '... many teachers ... neglect the teaching of study skills and methods of enquiry because they themselves are not familiar with the necessary skills. There has not been generally available to the average classroom teacher any method of appraisal of the progress of pupils in learning the desired skills'.

In recent years there has been some progress in remedying the lack of appraisal methods — we now have the PAT: Study Skills Tests and the SHEIK (Study Habits Evaluation and Instruction Kit) — but much remains to be done in both areas of concern.

What can a teacher do to develop a sound and successful study skills programme? Where does such a programme fit into the reading process? How does it match up with all the other activities which take place in the classroom?

What Are Study Skills?

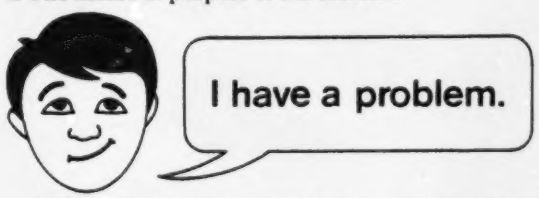
Though reading can be performed without the process of study, study usually assumes the ability to read. The obvious corollary is, of course, that those who cannot read have no need for reading study skills.

Study is 'Devotion of time and thought to acquiring information especially from books; pursuit of some branch of knowledge', according to the *Concise Oxford.* The pupil must utilize all the skills in his repertoire which are applicable to a problem in an attempt to find a solution. It is assumed that all pupils regardless of level of intellectual ability, possess the necessary reading *and* thinking skills. But do they have the ability to *independently* apply the skills involved in formulating, analysing and successfully solving problems? They will, only if the skills have been developed by comprehensive, systematic and competent teaching and opportunities have been provided for regular practice of them.

Study Skills Involved in Problem Solving

What study skills might be involved in solving a simple problem? An analysis I made before commencing construction of the *PAT: Study Skills Tests* follows below. Note that some of the steps may, in an individual case, be unnecessary. It depends on:

1. The complexity of the problem.
2. The location and source of information.
3. Whether or not evaluation of the relevance, accuracy or authority of the source is required.
4. The nature or purpose of the exercise.

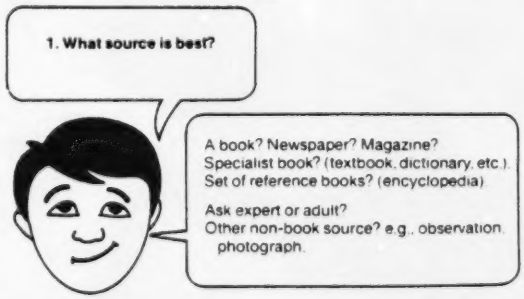


The problem is either stated for the pupil by someone else, or he must formulate it for himself. Apart from recognising that a problem exists, formulating the problem is one of the most difficult skills to learn.

How fast is the population of Asia growing?
What are the sources of pollution?
Who were the first settlers in our district?
Why do homeowners pay rates?

Crucial: *Key words* must be isolated before a search sequence can begin.

Try working through the first and last problems; the steps and decisions required for a satisfactory solution appear to differ in each case.


1. What source is best?
A book? Newspaper? Magazine?
Specialist book? (textbook, dictionary, etc.)
Set of reference books? (encyclopedia)
Ask expert or adult?
Other non-book source? e.g., observation, photograph.

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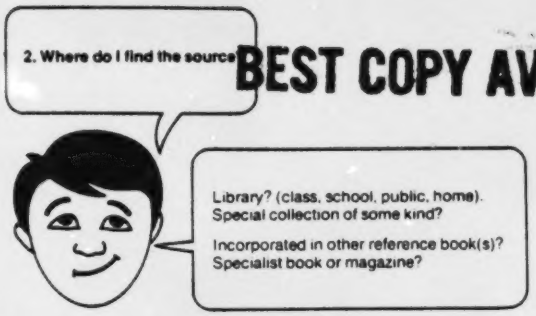
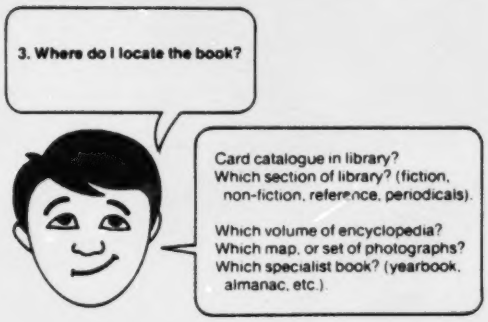
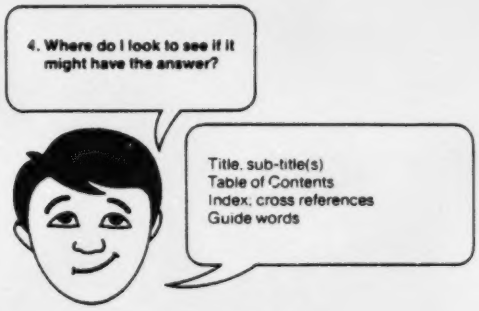
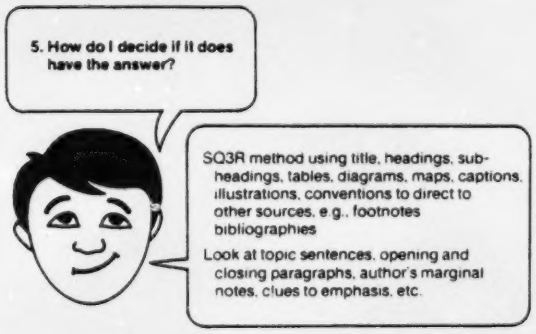
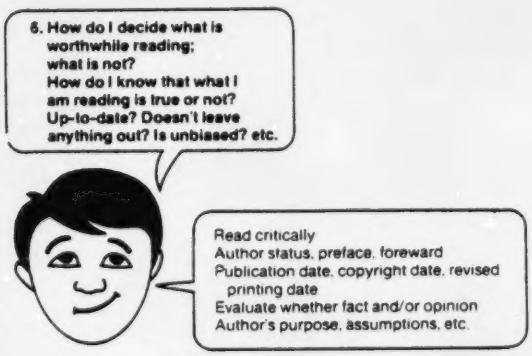
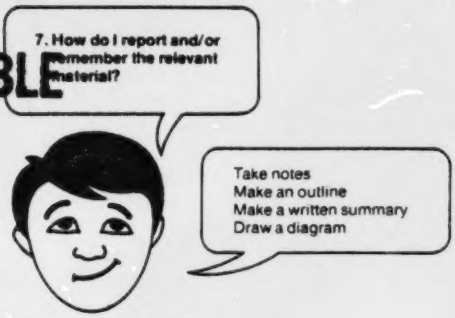

2. Where do I find the source
Library? (class, school, public, home).
Special collection of some kind?
Incorporated in other reference book(s)?
Specialist book or magazine?


3. Where do I locate the book?
Card catalogue in library?
Which section of library? (fiction, non-fiction, reference, periodicals).
Which volume of encyclopedia?
Which map, or set of photographs?
Which specialist book? (yearbook, almanac, etc.)




5. How do I decide if it does have the answer?
SQ3R method using title, headings, sub-headings, tables, diagrams, maps, captions, illustrations, conventions to direct to other sources, e.g., footnotes bibliographies
Look at topic sentences, opening and closing paragraphs, author's marginal notes, clues to emphasis, etc.


6. How do I decide what is worthwhile reading; what is not?
How do I know that what I am reading is true or not?
Up-to-date? Doesn't leave anything out? Is unbiased? etc.
Read critically
Author status, preface, foreward
Publication date, copyright date, revised printing date
Evaluate whether fact and/or opinion
Author's purpose, assumptions, etc.



Study Skill Classification 1

There is a tendency to treat study skills in isolation to make the teaching task manageable. Yet, this is not how the skills are applied in practice. Both reading *and* thinking are combined in study in complex patterns; the process is one of fusion and synthesis rather than fragmentation. This should be borne in mind.

How can we group the skills in order to discuss them? One way is to view them as three more or less coherent clusters rather than as disjointed lists.

Receptive Skills

One 'cluster' of study skills has to do with the intake of ideas through reading. This process would involve such very basic skills as the pronunciation of words, and the deriving of meaning from printed symbols. It would also include such complex skills as identifying main ideas, as distinct from supporting and illustrative detail, and the ability to recognise what is relevant from what is not. Following directions, interpreting pictorial materials, using varied sources of information, knowing where to locate information in the text and similar skills would also fall into the category. All are fundamental to successful study.

Reflective Skills

Simply taking in ideas is not enough, however. We expect the pupil to be able to reflect upon the information. There must be some interaction between the individual and what he reads or sees in front of him.

Skills such as inference, interpretation, drawing conclusions, predicting outcomes and making assumptions would be involved in the process of reflection. So, too, would perceiving the organization which the author had imposed on his material and the integration of these ideas with what the pupil already knows to form new patterns of knowledge. These reflective skills produce a synthesis of facts and ideas, and so greater understanding.

Suppose a pupil is competent in both the receptive and reflective areas, could one be satisfied? You would probably have what many teachers would describe as a 'good' reader. But 'good' readers are not necessarily good students, for they may lack skills of a third type.

Expressive Skills

These are the skills which enable the pupil to impose

organization on what has been gained. They allow him to apply his knowledge and to demonstrate its utility. Until the pupil has expressive skills we cannot say he is fully competent in the use of study skills.

Study Skill Classification 2

Another quite different way to view study skills is to consider them under three broad headings, as is frequently done when lists of these skills are constructed.

1. Knowledge and use of reference materials, that is, a pupil's ability to understand alphabetical order, tables of contents, the use of encyclopedias, dictionaries, directories, reference sources, indexes, library practices and the use of books generally to locate information.
2. Ability to read and interpret pictorial, tabular, diagrammatic and graphic materials, that is, how well a pupil is able to derive meaning from different kinds of graph, timetables, maps of varous kinds, pictures, charts and diagrams and simple and complex tables.
3. Reading study skills, that is, a pupil's capacity in location skimming, deriving information from printed prose (SQ3R), summarising, outlining, recognizing irrelevant statements, recognising bias, differentiating between fact and opinion and so on.

Teaching Study Skills

I do not think there is any question about who should teach pupils to study. The classroom teacher is responsible. He or she will guide the pupil's development in study skills in the primary and intermediate school and the bulk of the skill development will probably be done through the reading programme. In the secondary school every teacher should be a teacher of study skills, but the development will tend to be in English, Social Studies, Science and Mathematics. Thus, the development of dictionary and library skills, the writing of outlines and summaries will be part of the language programme, the maths and science teachers will ensure that graphs and tables can be constructed, read and interpreted and map reading, picture and diagram interpretation will be allocated to the social studies teacher.

But that does not seem to be what happens. Instead, some subject teachers concentrate on content learning, neglecting the teaching of any prerequisite study skills. In other cases the skills are taught but, since they are regarded as only a secondary objective of the teaching programme, they are taught in a somewhat superficial way. Moreover, the assumption is frequently made that, having been 'exposed' to a particular skill, the pupil then knows how to apply it. In fact, of course, study skills need not only systematic teaching but frequent practice as well, and the secondary school curriculum is particularly rich in opportunities for this practice and consolidation.

This view of the secondary teacher's role does not necessarily meet with universal approval. Some secondary people believe that the skills should have been learnt in the primary school; they would like to get on with the job and have the pupils apply the skills. This may be a fairly common view. Herber for example, reported in 1965 that English teachers were unwilling to take part in study skill programmes in the United States as they felt that the primary responsibility for teaching study skills was not theirs and that the English curriculum should not be used for the development of the skills. Yet, obviously, English requires the exercise of a great many study skills, particularly those we have called expressive. In New Zealand, there are some texts, for example those written by Peter Smart, which in the first and second years of secondary school reinforce and consolidate a number of important study skills. The English teacher can play a very important role in linking what is taught in other subjects and in providing practice in many of the reflective and expressive skills.

When should the skills be taught? Unfortunately

> 'At this time there is neither theory nor research upon which to base a plan for developing a sequence of instruction in these skills or for determination of the time when they could be most effectively introduced.'

Sad, but true. Nobody has produced a description of study skills comparable, say, with those produced for a subject like mathematics. There are plenty of lists, but no generally accepted arrangement from simple to complex. Nor are there any statements, backed by research, about the order in which skills should be taught although there are, of course, some common sense sequences. Knowledge of the alphabet must surely be a prerequisite for using directories and indexes, and being able to isolate the main ideas one would think must precede summarising and outlining. But does using a map scale come before using a map legend? Does being able to use cross references come before using sub-headings?

Flow charts such as the one above opposite produced by Catterson have some appeal, but the problem, as she realises, is that such charts are rectangular when ideally they should be in the form of a spiral. A flow chart might help teachers to introduce specific skills at a particular class level, at a level of difficulty and with materials suited to that class, but it gives little help about when to raise the level of complexity of the skill and the difficulty of material beyond that introductory stage. The spiral notion, on the other hand, suggests continuous reinforcement and increasing sophistication in the development and use of the skill.

Sally Mahoney published a list of basic study skills matched with class level and supported by suggested methods to be used to develop the various skills. The skills in the Mahoney list are very basic, however, and deal with the alphabet, the dictionary, parts of a book, encyclopedias, library and research skills, and there is much overlapping and interdependence. Also, the assignment of levels does not seem to be based on any research and appears to be very much an individual view. There are others of this kind but most suffer from the same limitations — no apparent theoretical or research basis.

One of the most helpful outlines of a developmental sequence is in the study skills kit devised by the Wisconsin

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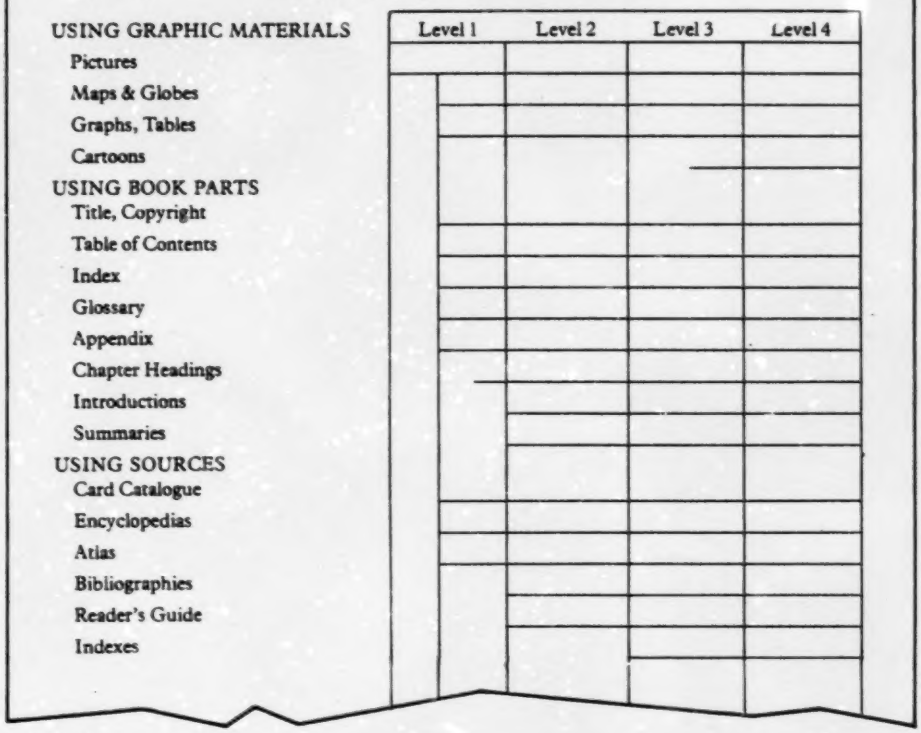
Catterson, J. H. 'Successful Study Skills Programs', in H. L Herber (Ed.), *Developing Study Skills in Secondary Schools*, Perspectives in Reading, No. 4. Newark, Delaware: International Reading Association, 1965.

STUDY SKILLS FLOW CHART



Mahoney, S. 'Basic Study Skills and Tools', in *Elementary English*, Vol. 42, pp. 905-15, December, 1965.

II. The Dictionary

A. *Grade*	*Skill That Should Be Attained*	*Tools or Methods*
1st and 2nd	classroom use of picture dictionaries and ABC books	...make picture dictionaries of their own
3rd	independent use of elementary dictionaries in the library by the best students...use the glossaries in textbooks and library books	...the dictionaries are in the reference section of the library... alert children to note glossaries in library books and textbooks
4th	ability to use dictionaries and their guide words to (1) obtain definitions (2) obtain correct spelling (3) obtain correct pronunciation	...make own dictionary of "new or technical words"...use a beginning dictionary in the classroom...send best students to the library to use adult dictionaries.
5th	as above, plus use of special dictionaries...these may be introduced by the teacher as the need	...*Webster's Biographical Dictionary, Webster's Geographical Dictionary* (See: V Library Skills).

Research and Developmental Centre for Cognitive Learning, and published in 1973. In it the skills are carefully defined in behavioural terms and assigned to various levels on the basis of complexity. The elaborate framework is research-based to some extent, but there has also been much reliance on curriculum specialist and teacher judgement. As with most publications of this kind, it is highly organized and crammed with aids and suggestions for the teacher. (See next page.)

Detecting Study Skill Weaknesses

However, despite these attempts to arrange and order the study skills, there is still little guidance as to 'when' the skills should be taught. As always, when we are unsure of the sequence in which things would be taught, we fall back on saying 'Teach the skills when the child has need of them!' All very fine. How do we assess 'need'? With a test perhaps? General achievement tests will assist in isolating group or class strengths and weaknesses, but since the range of individual differences in pupil ability to perform the skills in question is probably as great, if not greater, than in subject or content areas, the real need is for diagnostic tests. Unfortunately, there are no good published tests of this type. Thus, for the moment, teachers must construct their own, and rely on their experience and powers of observation to give them clues about individual and/or immediate needs.

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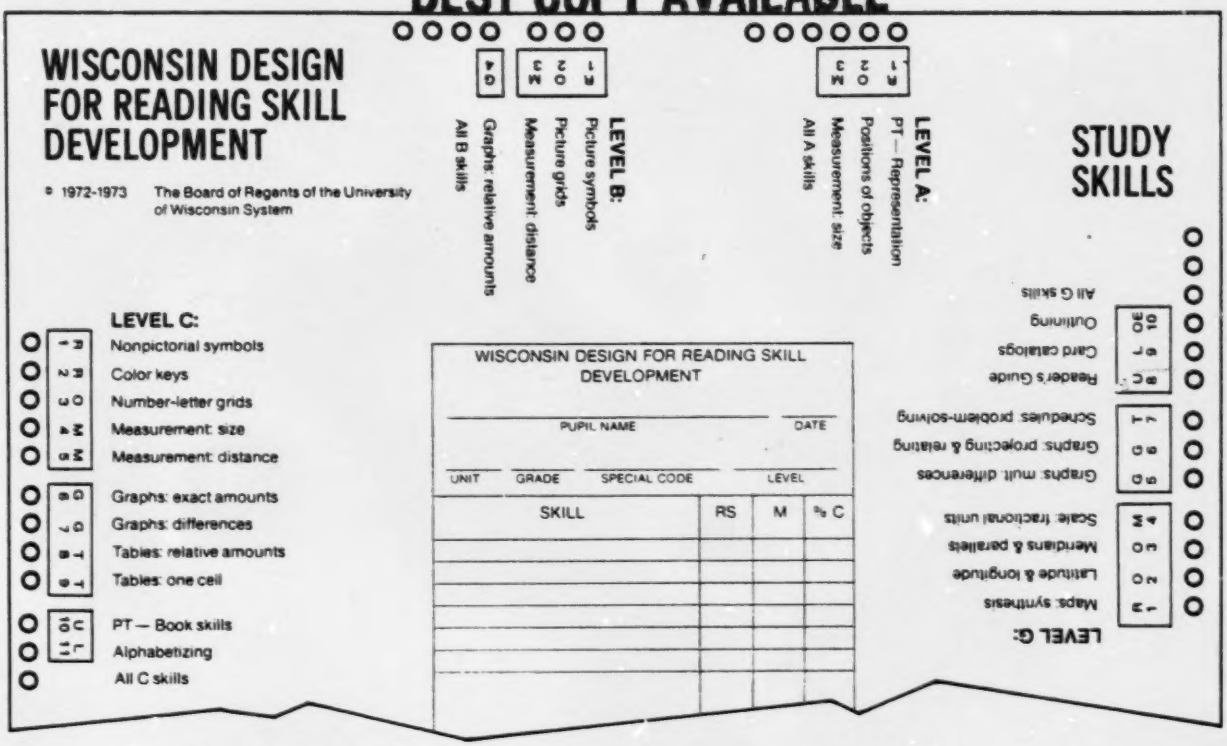

'Wisconsin Design for Reading Skill Development'. Madison, Wisconsin: Wisconsin Research and Development Centre for Cognitive Learning, 1973.

Where skill weaknesses are located, direct and systematic teaching to bolster the deficient skills is usually the only option open to the teacher. But the limitations of such an approach are obvious. There is an artificiality in the use of the skills; there is the danger that the pupils may develop the ability to use specific skills one at a time, when directed, but not to be able to use them independently and when confronted with the kind of problem which requires the integrated application of several skills at once. William Perry reported in 1959 that even at Harvard University he found students who possessed well-developed sets of study skills and who could do well on exercises using them one at a time, but who failed to use them in a synchronised attack on a problem.

Approaches to Teaching Study Skills

There are several approaches to teaching the right skills at the right time. The classroom or subject teacher is in the best position to know which skills will be needed in the immediate future to tackle problems and classwork. Only the teacher has an overview of: 1. The skills required and; 2. The opportunities available for their development and practice in his total programme.

A *functional-incidental* approach may be employed in which the skills taught evolve from the materials being used in classroom instruction. With this approach, teachers do not have to devote time to teaching study skills in isolation, or use materials unrelated to current programmes; the skills are demanded by the material and they are practised as the material is being used by the pupils, for example, reading a section of a textbook for the purpose of making a summary, viewing a filmstrip which contains illustrations and diagrams which must be interpreted, or devising a table to present data for a science project. Proficiency with the relevant skills and understanding of the content are being developed *simultaneously*. Because skills are being taught as they are needed, within the programme or curriculum area requiring them they are much more likely to be seen as relevant and important by the pupils, and the attainment of competence is therefore more likely to be assured.

A word of caution, however. This approach can be very haphazard, uneven and ineffective if the teacher does not have an overview of the total programme, is not sensitive to the needs of his pupils, fails to keep in mind the development of the skills to higher and more sophisticated levels, does not plan ahead to incorporate the necessary skills, does not select the material to introduce and practise the skills, or is unable to manipulate classroom situations to capitalize on opportunities to bolster skills.

Using a functional-incidental approach is much more than simply asking questions about the content materials.

> 'Skill development by asking questions... assumes that the students are somehow able to identify the skill they need to apply to the material in order to answer the question'.

It is frequently not immediately obvious which skill or skills are to be applied.

> 'The procedure (of asking questions) assumes that simply by the exercise of the skill, without some conscious awareness of the purpose of the process, students will develop facility with the skill to apply it independently. This is a false assumption and leads to conditions in which students only practise errors: that is, they either apply the incorrect skill or apply the correct skill in an incorrect fashion and reinforce erroneous habits'.

Guidance, direction as to purpose, meaning and application are necessary. And this should be related to the pupils' present level of competence. Pupils must be taken step by step through the procedures using the relevant skills, and this strategy must be carried out at increasingly higher levels of sophistication, not just at the introductory stage.

A more *direct approach* is a four-stage scheme of introduction, focused practice, re-teaching and further practice. Stage 1 introduces the skill and clarifies its use and purpose. This might be accomplished through an expository, inquiry or problem-solving approach. Stage 2 provides practice in a controlled situation which focuses on a specific skill. This stage might well include short drill exercises of about 10-15 minutes. Stage 3 reinforces and culminates the first lesson on a particular skill. These three stages would take probably 30–40 minutes and could be accomplished in a single lesson. Stage 4 involves independent application and is probably best done through carefully-contrived assignments requiring the application of the newly-acquired skill. Such subject as social studies and science are ideal for this purpose.

A *content-oriented approach* has been mentioned already: teachers of subjects are responsible for developing study skills relevant to them, and the English teacher provides links between the various areas and coordinates the teaching of study skills. This is important because not all the skills from a given skill category (for example, skill in following directions, skill in classification, skill in summarizing) will necessarily be important, and therefore taught, in the one subject area. To avoid omissions or redundant instruction, someone must have an overview of the whole situation. This is not such a problem in the primary school where one teacher teaches many subjects. Further, the skills differ from one area to another, and in some cases are highly specific, so that one cannot assume transfer from a previously taught skill which may have some similar elements, but which is not identical. For instance, can one assume that a child who can read and interpret circle graphs can also read and interpret picture graphs?

More applicable, possibly, to the secondary school is the approach we can call the *textbook approach.* If a particular textbook is selected as the basic text for a subject say, History, the teacher should carefully analyse the textbook to find out which skills are required for thorough comprehension of what is contains. Do not assume that children know how to read diagrams or interpret illustrations without guidance. Do not think that charts, time-lines, flow-diagrams and so on are self-explanatory. First ensure that the pupils do have the relevant skills, and, if not, teach these before the textbook requires the pupils to apply them. This technique is likely to be somewhat narrow, however, in that a comprehensive range of skills would probably not be demanded by any one text.

At the primary and intermediate level the same type of approach can be used. Look closely at the instructional materials to see what they require in the way of study skills. You will probably be surprised at what you find. An analysis, for example, of a random sample of New Zealand *School Journals* from 1966 to 1975 revealed that by the time pupils are using Part 4 Journals (usually in the upper primary school) they would need to employ all the skills used by an adult in reading narrative, descriptive and expository materials. The skills embodied in the *School Bulletins* equate with the more difficult Part 4 materials and require the exercise of even more sophisticated study skills. So, do not just examine material for the readability and relevance, look a little further.

The *curriculum* itself can also provide another approach where fairly homogeneous units of study are spelt out as content objectives. Here the skill teaching will be geared to help the pupils achieve the content objectives. In a variation of the curriculum approach the teacher designs a unit, say around a theme of interest, and integrates the skills he wants to develop or revise into the whole unit so that his skill objectives, as well as the content and other objectives of the unit will be achieved in a meaningful context. This approach requires a great deal of planning and a good knowledge of the content of the unit, the probable lines of inquiry, the expected outcomes and the skills likely to be required. Yet the plan must be flexible enough to allow the teacher to capitalize on opportunities which arise in order to meet the needs of children where skill deficiencies become apparent.

Skill-oriented approaches are more straightforward and are those that most frequently appear in the block on the reading timetable labelled Study Skills. Here the specific skill needs of the pupils, rather than content considerations, dictate the type of instruction. But what usually happens, it seems, is that all children work on the same skill at the same time, regardless of differences in ability and regardless of immediate need. There is no reason why this should occur if enough graded material is available to cater for the wide range of ability and the differing needs found in the usual classroom, and if the children are allowed to work individually or in small homogeneous groups. Obviously, for this scheme to work effectively, each pupil's skill development must be carefully monitored so that no one is going over skills already mastered and in frequent use, or receiving instruction in skills that are well beyond their present level of competence or for which they will have no need in the foreseeable future. This is where prepared study skill kits, such as the *Wisconsin* and the *SRA,* and books devoted to specific study skills, or groups of skills, such as the *My Weekly Reader* series, put out by Xerox Education Publications, Allyn and Bacon's *Study Skills* series and the *Reading Skills Laboratory* series published by Houghton Mifflin, come into their own. For the busy teacher, or those unsure of themselves in teaching study skills, they are a good crutch — but a crutch to be discarded in time. Unless used with care and sensitivity, these highly-structured approaches can be terribly mechanical and artificial. For the teacher looking for new ways to teach study skills there is a rich lode of ideas to be mined from these publications. And,

in considering skill-oriented approaches, one should not forget the many excellent films and filmstrips that are now available.

Summary

The best approach will be that which suits — the one which allows the teacher to attain his or her instructional objectives, and which caters for the diverse needs of the pupils. In fact, a combination of approaches may be the best strategy to adopt. But, whatever approaches are decided upon, the programme should have these features:

1. It should cater for individual differences in pupil needs and abilities and should provide instruction geared to these.
2. It should provide for application and reinforcement of skills *outside* the reading programme.
3. It should have some system of monitoring pupil achievement and growth at regular intervals.
4. It should move the pupil towards ever-increasing independence in the use of study skills.

If enough teachers view study skills as a means to an end, rather than an end in themselves, and think of them more as a *way* of teaching rather than as something to teach, and if they also give study skills the time and attention they deserve, then we may yet produce children who are able to study both efficiently and independently, and who go on learning long after they have passed out of our care.

Research Evidence for the Effectiveness of Study Skills Programmes

Above are various approaches to teaching study skills and suggestions on how programmes might be conducted. What has research to say about the success (or otherwise) of such programmes? Much of the published research leaves something to be desired in design, and most of it deals with reading skills generally and study skills are included only as part of the programme.

There are two points which do, however, emerge fairly clearly. One is that there does not seem to be one best way to study or to employ study skills. Each pupil needs to find the method best for him. For example, some pupils may prefer to take notes and then write up a summary of them: others may prefer to listen and then write an outline: some may prefer to try to take down everything and develop their own shorthand to do it.

The second point is that it would seem that, even if the teaching of study skills does not result in spectacular gains in performance (as measured by tests or observation in situations requiring the applications of the skills), there *is* an improvement in attitudes towards study and an increase in confidence and assurance in reading-learning situations. On the basis of this evidence I think we can modestly conclude that programmes for teaching study skills are likely to have positive outcomes.

Notes

Starting Points. Here are starting points for those who intend following up some of the suggestions.

Get the IRA publication *Developing Study Skills in Secondary Schools,* a title in the 'Perspectives in Reading' series.

Examine some structured approach to teaching study skills such as the *Wisconsin* kit, or the *SRA* kit or the *My Weekly Reader* series, but remember the cautions about them. Adapt, rather than adopt, what is offered, tailoring it to your own needs and those of your pupils.

Introduction

The comment on study skills teaching in American schools comes from
MORSE, H. T. and McCUNE, G. H. (1964)
Selected Items for the Testing of Study Skills and Critical Thinking, Bulletin No. 15. Washington: NCSS.

Teaching Study Skills

Herber's report on English teachers in America being unwilling to teach study skills is found in
HERBER, H. L. (1965) ed.
Developing Study Skills in Secondary Schools, Perspectives in Reading, No. 4. Newark, Delaware: IRA

The quotation about the lack of theory and research on when study skills should be taught is from
SHORES, J. H. and SNODDY, J. E. (1971)
'Organizing and teaching the research study skills in the elementary school', in *Elementary English,* Vol. 48, pp. 648-651.

William Perry's 1959 report on students at Harvard is in
PERRY, W. D. (1959) 'A report to the faculty',
in *Harvard Educational Review,* Vol. 29, pp. 193-200

Approaches to Teaching Skills

The quotations about skill development by asking questions is from Herber, H. L., mentioned above.
The direct approach with a four-stage scheme of introduction, focused practice, reteaching, and further practice, is adapted from Shores and Snoddy mentioned above.

Research Evidence on the Effectiveness of Study Skills Programmes

The following authors and their work are referred to
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WEIGEL, R. G. and WEIGEL, V. M. (1967) 'The relationship of knowledge and usage of study skill techniques to academic performance', in *Journal of Educational Research,* Vol. 61, pp 78-80.

HASLAM, W. L. and BROWN, W. F. (1968) 'Effectiveness of study skills instruction for high school sophomores', in *Journal of Educational Psychology,* Vol. 59, pp. 223-226.